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ABSTRACT

Two "early alert" pilot projects were established at Antelope Valley College, in California, to develop a follow-up system to ensure regular monitoring of student progress for early detection of academic difficulty. Two committees were established to explore and develop early alert strategies; the first focusing on basic skills courses and the second on strategies for use across the curriculum. The basic skills committee developed the Early Advantage Referral Form (EARF) to track the extent that students followed through with referrals and measure outcomes. In pilot testing in fall 1991 and spring 1992, 32 EARF's were distributed to basic skills students; 63% of these students followed through on the referral, while 35% of those who followed through successfully completed the course. The second project developed the Student Self-Assessment of Academic Progress (SSAP) form to gauge student opinions regarding academic difficulties 3 to 5 weeks into the term. In pilot testing in fall 1992, 1,160 SSAP forms were distributed to students in courses across the curriculum. Only 11% of these students thought that they were doing "poorly", while 14% stated "very well", 40% "good", and 35% "OK". Despite the small number of negative self-assessments, 37% of the students received non-passing grades. Reasons cited by students for difficulties included test anxiety and work or family obligations, while reasons for success included good note-taking/study habits and previous background. Recommendations included making faculty aware of early alert and providing appropriate training. The EARF, SSAP, sample letters of referral, tables of findings, and student comments are appended. (KP)

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EARLY ALERT:
A REPORT ON TWO PILOT PROJECTS AT ANTELOPE VALLEY COLLEGE

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Willard Clark Lewallen, Ph.D.
Dean of Counseling
Matriculation Coordinator
Antelope Valley College

September 27, 1993

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JC 940 279

INTRODUCTION AND BACKGROUND

Assembly Bill 3 [78212 (b)(4)] and Title 5 regulations [55526, 55520(g)(1)] for matriculation address the concept of "early alert" - the early identification of students experiencing academic difficulty. As the result of AB 3 and Title 5, a matriculation follow-up component standard was developed that calls for colleges to:

establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.

In short, the purpose of early alert is the timely identification of students experiencing academic difficulty so that appropriate interventions can occur. It is hoped that early identification and intervention will lead to greater chances of success.

In the spirit of meeting this follow-up standard, two committees were formed to explore, analyze, and develop early alert strategies. One committee focused on strategies specifically for students in basic skills courses. The other committee focused specifically on strategies for use across the curriculum. The membership of both committees consisted of instructional and student services faculty.

BASIC SKILLS EARLY ALERT PILOT PROJECT

Background

The committee met during the Spring 1991 and Fall 1991 and its membership was as follows:

Dorothy Williams, Language Arts Faculty/Writing Center
Sharon Coelho, Language Arts Faculty
Lynn McDonie, Language Arts Faculty
Jody Noerdlinger, Language Arts Faculty
Karole Shappee, Language Arts Faculty
Anne Willekens, Language Arts Faculty
Nancy Alexiadis, Math Faculty
Dave Greenleaf, Learning Disabilities Specialist
Dietra Jackson, Counselor
Willard Lewallen, Matriculation Coordinator

Following considerable exploration and discussion, the committee concluded that basic skills students often need considerable "extra" assistance (tutoring, study skills, counseling, etc.). It was also concluded that basic skills students receive many referrals to support programs/services, but nothing was known about whether students follow-through with these referrals. It was generally agreed that many students do not end up where they are sent. Additionally, nothing was known about the outcome of the referral/intervention. In other words, two fundamental questions needed to be answered. To what extent do students follow-through on referrals? Do students who follow-through on referrals experience better rates of success (as measured by course grade and persistence to next term)?

In setting out to answer these questions, the committee developed and implemented an *Early Advantage Referral Form* (see Appendix A) that would allow for the tracking of student referrals. The form design and concept were borrowed from Moorpark College. In addition, this form would serve as the basis for examining end of course grade and persistence through student name and SS#. The form was initially piloted in several sections of the following courses during the Fall 91 and Spring 92: LS 90, Engl 50A, Engl 50B, Engl 51A, Engl 51B. The form was designed to be an instructor-initiated instrument.

In other words, if the instructor believed the student could benefit from some additional assistance, the instructor would complete the form and sign it along with the student. Detailed procedures were developed (see Appendix B). All instructors and program/service providers were called together to review the procedures for using the Early Advantage Referral Form. The procedures were designed to give feedback to instructors regarding their referrals. When the form was initiated the instructor kept a copy. Once the student followed through with the referral the instructor was sent a copy of the form signed-off by the service provider. By matching the initiated form with the signed-off form, the instructor would know which students had followed through and which had not.

Findings

- Only 32 *Early Advantage Referral Forms* were initiated by instructors - all were from Engl 50A and 50B classes.

- 63% of all student referrals were completed, i.e. student obtained service and instructor received feedback. Most similar referral tracking studies have found a completion rate around 50%.

- The majority of referrals were to the Tutoring Center and Writing Center - makes sense because of basic skills classes.

- 35% of those who followed through on the referral successfully completed the course (grade of CR) while 67% of those who did not follow through achieved successful completion.

- 70% of those who followed through re-enrolled the next term while only 50% of those who did not follow through re-enrolled.

- There was some confusion about the use of the form (distribution of the copies and routing) among the instructors and the service providers.

- Among those instructors that used it, there was general satisfaction with the process.

Recommendations

- *Early Advantage Referral Form* appears to be a reasonable vehicle for improving student follow-through on referrals.
- Findings on achievement and persistence are inconclusive due to small sample - possibly pilot use of form again to obtain more data.
- Broaden use to include courses across the curriculum - instrument seems appropriate for all courses - should result in greater variation in the type of referral.
- Impact of tutoring and other services may not appear at the end of one semester - need to follow students longitudinally to assess the impact of services on achievement and persistence.

GENERAL EARLY ALERT PILOT PROJECT

Background

The membership of this committee was as follows and met during the Spring 1991:

Dorothy Williams, Language Arts Faculty/Writing Center
Sandra Sampson, Counselor/Matriculation Specialist
Patricia Marquez de Chavez, Social Science Faculty
Bob Brister, Math/Science Faculty
Willard Lewallen, Matriculation Coordinator

This committee first explored existing early alert programs throughout the state and a few from outside California. Most programs tend to follow a similar approach. Instructors are given a class roster (usually at midterm) in a scannable form format. The instructor then "bubbles in" appropriate responses for each student related to attendance, performance, and referrals. The form is then scanned and a variety of letters are generated based on the coded responses. These letters usually take one of two forms: (1) a congratulatory letter for those who are succeeding or (2) a letter urging the student to take advantage of various services/programs that might help the student who is experiencing academic difficulty. These letters are then mailed to the students.

After careful review and analysis of these approaches, the committee concluded that identifying academic difficulty at midterm is often too late for appropriate intervention. In addition, they concluded that mailing a form letter home to the student is unlikely to have much impact. With these two concerns in mind, the committee decided to explore alternative strategies for early alert.

Conceptual Approach

The group decided to focus on the "early" in early alert. Identification of academic difficulty should occur within the first 3-5 weeks of the term so that appropriate referrals and interventions might take place. However, this posed a real dilemma. Often instructors have very little information to evaluate on students' progress and performance in the first few weeks of the term. Under these conditions, how could an instructor determine whether a student is struggling? It was generally agreed that the instructor often lacked sufficient information early in the term to make the determination. It was then that a novel idea was proposed by a committee member (credit to Biology instructor Bob Brister). Instructors might not know, but students usually know very early whether they are having difficulty in a class. Why not ask them if they are experiencing difficulty and ask them to report the reasons behind the difficulty? In this way, students could be identified early for academic difficulty and referred to appropriate interventions. Out of this novel idea grew the *Student Self-Assessment of Academic Progress* form (see Appendix C).

With this form, students indicated how they felt they were doing on a scale from "poorly" to "very well." If the student indicated he/she was doing less than "OK", then the student was asked to identify the reasons for their difficulties. Likewise, if a student indicated he/she was doing "OK" or better, then the student was given an opportunity to identify the reasons for success.

Goals of the Pilot Project

Clearly, the overall goal of early alert is the timely identification of students experiencing academic difficulty so that appropriate interventions can take place. The form was designed to provide answers to three questions. What reasons do students give for experiencing academic difficulty? What reasons do students give for experiencing academic success? Do students who are identified early

and contacted experience greater success than those who are not identified and contacted? The answer to the first two questions were obtained by simple frequencies and tabulations of responses. The answer to the third question was obtained by comparing end of course grades. Students who were involved in the early alert pilot project were compared with students in like classes that were not involved.

Procedures

Due to the piloting of the other early alert strategy during 1991-92, this approach was not piloted until the Fall 1992. The following courses were included in the pilot project:

Business 41 (3 sections)
Biology 1 (3 sections)
Economics 1A (5 sections)
Electronics 40A (1 section)
Electronics 62A (1 section)
Electronics 63A (1 section)
History 1A/1B (5 sections)
Math A, 50 (4 sections)
Office Technology 42 (3 sections)
Psychology 1 (3 sections)
English 1A (2 sections)
English 50A (2 sections)
English 50B (2 sections)
Speech Communication 1 (3 sections)

The instrument was administered in class during the fourth week of the Fall 92 term.

An analysis of the reasons listed for academic difficulty determined that students needed a referral to the Counseling Center, the Learning Center, Disabled Student Services (learning disabilities), or some combination of these. Letters were developed that directed students to these services (see Appendix D). A congratulatory letter was also developed for students who felt they were doing satisfactory (see Appendix D). The referral and congratulatory letters were given to students during the sixth and seventh week of the term. The delivery was delayed due to the "crash" of the large duplicating machine. The letters were not mailed to students, but rather they were hand-delivered to students by the

instructors during class. The committee believed this would be a bit more personal and potentially would have more impact. We all know what happens to a majority of the mail that is received at home.

Findings

Self-assessment of Academic Progress

A total of 1,160 students completed the *Self-Assessment* form. Figure 1 shows that only 11% (n=122) of the students indicated they were doing "not well" or "poorly" while 14% (n=164) stated "very well," 40% (n=458) stated "good," and 35% (n=407) stated "OK." We had hoped that students would be able to adequately judge their academic status and then be candid and honest in evaluating their progress. However, it appears this was possibly not the case. While only 11% stated doing "not well" or "poorly," a total of 37% ended up receiving D, F, NC, or W grades (see Appendix E - Table 4).

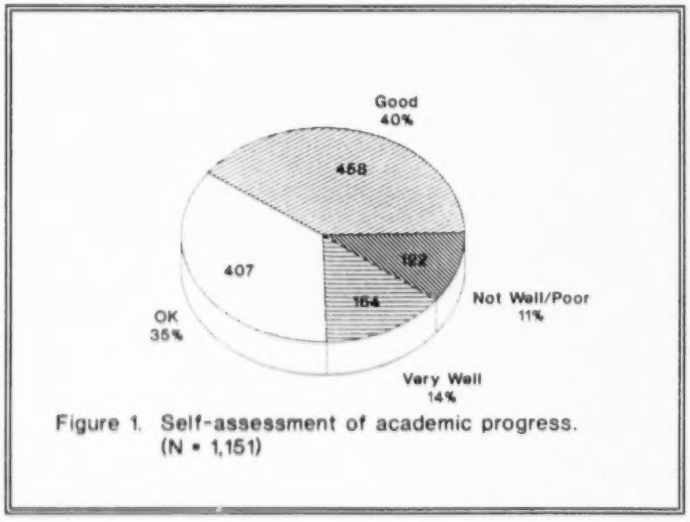

Figure 1. Self-assessment of academic progress. (N = 1,151)

Appendix E - Table 1 displays a crosstabulation of courses by students' rating of their progress. There was quite a difference across courses in terms of students self-ratings. Courses with greatest proportions of students reporting "not well" or "poorly" were Biology 1 (16%), Economics

1A (16%), English 50A (17%), and Psychology 1 (18%). Courses with the smallest proportions of students indicating "not well" or "poorly" were Business 41 (2%), History 1A/1B (2%), English 50B (6%), and English 1A (7%).

Reasons for Experiencing Academic Difficulty

The *Self-Assessment* form provided an opportunity to examine student's reasons for experiencing academic difficulty (i.e., stated doing "not well" or "poorly"). Students were asked to check all reasons that were appropriate. Recall that 122 students reported doing "not well" or "poorly." It should be noted that some of the frequencies total more than the number of students who marked doing "not well" or "poorly." For example, a total of 8 students marked this for English 50A, but 12 students marked "don't have time to study." The explanation for this discrepancy is that some students who marked doing "OK" or better also marked reasons for experiencing difficulty.

In terms of frequency of responses, Figure 2 shows that four of the reasons for experiencing difficulty really stand out. For students experiencing difficulty, 67% (n=82) reported "don't have time to study," 63% (n=77) reported "study, but do poorly on exams," 54% (n=66) reported "can't tell what is important," and 48% (n=59) reported "test anxiety."

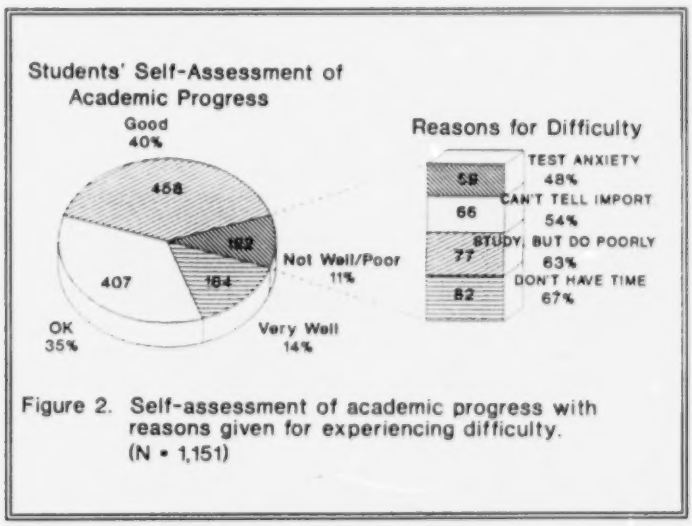

Figure 2. Self-assessment of academic progress with reasons given for experiencing difficulty. (N = 1,151)

Students who checked "don't have time to study" were given an opportunity to indicate what was contributing to their lack of study time. Figure 3 shows that for these 82 students, the major contributing factors were "work" (70%) and "family obligations" (57%). A number of students (51%) checked "other" for contributing factors. See Appendix F for a list of these responses.

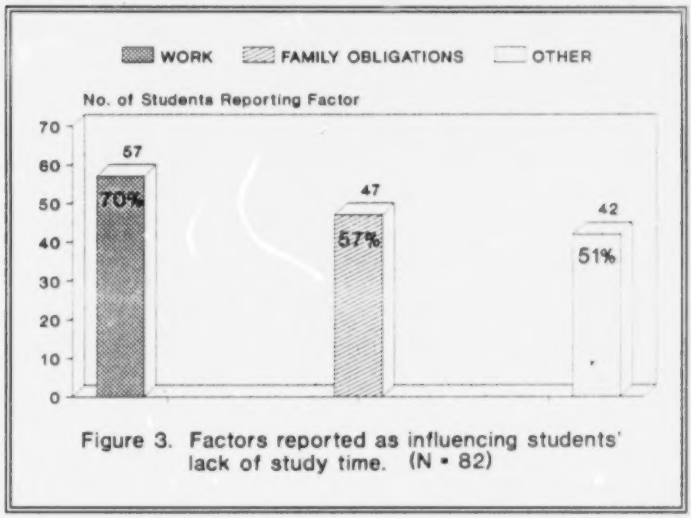

Figure 3. Factors reported as influencing students' lack of study time. (N = 82)

In many ways these top four reasons make perfect sense when taking into account the characteristics and backgrounds of community college students. The majority of community college students are part-time students with work commitments and many have family obligations. It is not unusual for these students to take on too much and become overwhelmed with balancing family, work, and school obligations. Clearly, this type of scenario leads to the number one reason reported for experiencing difficulty - "don't have time to study." The next three most frequently reported reasons were not surprising either. It is well-documented that community college students on the average are academically underprepared for college-level work. Not only are their backgrounds weak in terms of subject matter competency, but they also tend to be weak in the area of learning/study skills. The three reasons, "study, but do poorly on exams," "can't tell what is

important," and "test anxiety," are strong indicators that these students' learning/study skills are inadequate.

The other reasons with high frequencies of response also tended to be related to the problem of inadequate academic preparation and lack of learning/study skills: "don't have background" (30%) and "can't understand text" (28%). A rather high number of students (33%) reported "haven't really studied, even though I've had the time," and this response is somewhat perplexing. It is difficult to get a handle on what is behind that response - lack of motivation, lack of discipline, lack of interest?

Finally, a number of students (32%) checked "other" reasons for experiencing difficulty. These responses can be found in Appendix G.Appendix E - Table 2 presents a detailed crosstabulation of the reasons reported by course.

Reasons for Experiencing Academic Success

The *Self-Assessment* form provided an opportunity to examine students' reasons for experiencing academic success. A total of 1,029 students (89%) indicated they were doing "OK," "Good," or "Very well." Figure 4 shows that four of the reasons for experiencing academic success had high frequencies of response. For students experiencing academic success, 55% (n=572) reported "take good notes," 52% (n=535) reported "good study habits," and 41% (n=418) reported "background from previous class."

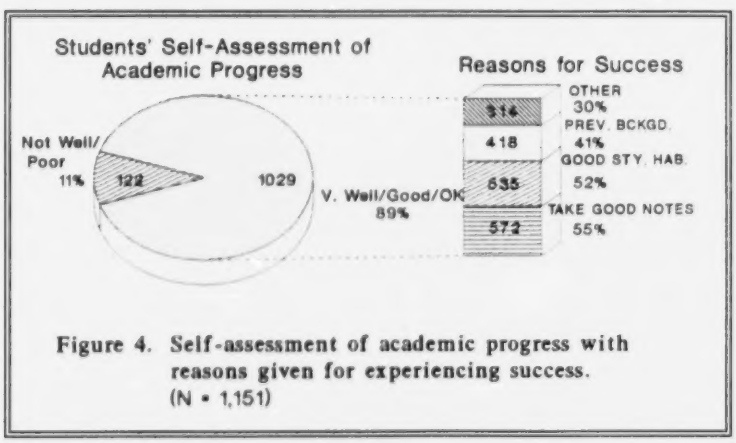

Figure 4. Self-assessment of academic progress with reasons given for experiencing success. (N = 1,151)

Additionally, quite a few students (30%) checked "other" reasons. Appendix H has a list of these responses. From the sheer volume of responses, it can be seen that students were not hesitant to share their "secrets" of success. Most responses centered on personal interest in subject, personal study habits, and instructor effectiveness.

These most frequently cited reasons for academic success are not surprising. The achievement literature supports that students with strong study skills and prior academic preparation have a greater probability of experiencing success. Appendix E - Table 3 provides a crosstabulation of reasons for academic success by course.

End of Course Grades

The third outcome to be examined in this study had to do with comparing end of course grades for students in classes who completed the *Self-Assessment* form with students in classes who did not. Some caution must be exercised in doing this type of simple analysis. Variation in student characteristics (prior academic background, full or part-time enrollment, etc.) and instructor variability (pedagogy, grading practices, etc.) were not controlled. Without these controls, any differences must be interpreted cautiously and there should be no attempt to draw definite conclusions.

Appendix E - Table 4 presents crosstabulations of end of course grades by courses. For purposes of these analyses, grades were collapsed into three categories for meaningful comparisons - A/B/C/CR, D/F/NC, and W/I. Those classes that did utilize the *Self-Assessment* form have "(S-A)" after the course number.

In 4 of the 12 comparisons (Biology 1, Business 41, English 1A, Psychology 1) students in classes that utilized the *Self-Assessment* form experienced greater success than students in classes that did not. Differences were only noted when they were 5% or more. For example, in Biology 1, 67% of students who completed the *Self-Assessment* form received grades of A/B/C/CR while these grades were earned by only 49% of those who were in classes without the form. Additionally, students in Biology 1 classes with the form experienced a lower incidence of W/INC grades (18% versus 28%). This pattern did not hold true for all four of these comparisons. In Business 41, students in classes that utilized the form enjoyed a

greater incidence of A/B/C/CR grades (28% versus 68%) but they also had a higher rate of W/INC grades (22% versus 17%). The same results were found in Psychology 1 - a higher percentage of A/B/C/CR grades along with a higher percentage of W/INC grades.

In only one comparison (Speech Communication 1) did students in classes without the form experience greater success than students in classes with the form. These students had a higher percentage of A/B/C/CR grades (77% versus 60%) and a lower incidence of W/INC grades (18% versus 33%). For the rest of the courses the comparisons yielded small differences although in some cases there were larger differences in a particular grade category.

Perhaps the most powerful analysis involved the comparison of students (n=1,519) in all classes that utilized the form with students (n=3,914) in all classes that did not utilize the form. Figure 5 shows that students in classes that utilized the form experienced a higher percentage of A/B/C/CR grades (61% versus 49%), a lower percentage of D/F/NC grades (13% versus 21%), and a lower percentage of W/INC grades (25% versus 30%). In other words, students in classes that utilized the form achieved greater overall success than students in classes that did not.

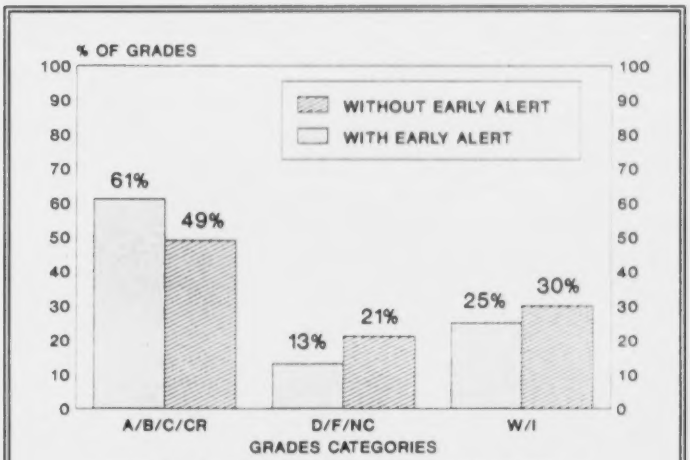

Figure 5. Comparison for end of course grades.

Even with the caveats mentioned earlier (student differences, teacher differences, etc.) this finding was somewhat striking.

Summary and Recommendations

- Only 11% (122 out of 1,160) of students indicated doing "not well" or "poorly" making it hard to tell if students were forthright in their responses.

- For students experiencing difficulty, 67% reported "don't have time to study." Planning interventions for this reason is difficult because of the complexities surrounding the reason (family obligations, work obligations, etc.).

- The next three most frequently cited reasons for experiencing academic difficulty were "study, but do poorly on exams" (63%) "can't tell what is important" (54%), and "have test anxiety" (48%). These appear to be linked to inadequate study/learning skills. The Learning Center will be informed of these findings which may help to focus strategies and resources.

- The most frequently cited reasons for experiencing academic success were linked to prior academic preparation and good study/learning skills.

- The examinations of end of course grades met with some mixed and some negligible results. However, an overall analysis found that students in classes that utilized the *Self-Assessment* form achieved a higher rate of success (A/B/C/CR grades) and incurred a lower percentage of unsatisfactory grades (D/F/NC and W/INC) when compared to students in the same classes that did not utilize the form.

OVERALL SUMMARY AND RECOMMENDATIONS

Consistent with other studies, the outcomes of the early alert pilot projects at Antelope Valley College were not conclusive. However, the concept of early alert - early identification of students experiencing academic difficulty - makes sense when viewed in the context that the vast majority of community college students lack adequate academic preparation and are deficient in study/learning skills. Early alert, along with the interventions that it suggests, are logical strategies when trying to enhance the success of students, many of whom are academically at-risk.

The two early alert strategies that were piloted hold promise as effective vehicles for the early identification of students who are struggling academically. One procedure was student initiated while the other was instructor initiated. It is not recommended that either of these strategies become a "mandated" or "required" procedure across the entire curriculum. However, it is recommended that:

- all faculty be made aware of the concept of early alert and its purposes.
- the early alert instruments be made available to any faculty who wish to employ the procedure.
- faculty who wish to utilize an early alert strategy be provided with appropriate inservice training.

ANTELOPE VALLEY COLLEGE
EARLY ADVANTAGE REFERRAL FORM

Student Name:_____ SS#:_____ Day Phone:_____ Eve.Phone:_____

Address:_____

Faculty Name:_____ Course:_____ (e.g. Psych 1)

Date:_____ Comments:_____

Please complete one form for EACH student referral.
Please check the referral - **Day & Evening Service Available.**

___ **Assessment/Placement Services**: Math, English, Reading. Graduation Competency Testing (Admin. Bldg., Counseling Center, ext. 265)

___ **Athletics**: Academic advisement and support for student athletes. (Gymnasium, room 532, ext. 209)

___ **Child Care**: Child care for children of enrolled students. (Financial Aid Office, Room 112, ext.263)

___ **Counseling**: Orientation, Academic, Career, Personal, Transfer, Career Center. (Admin. Bldg., Counseling Center, ext. 265)

___ **Disabled Student Services**: Physical Disabilities, Learning Disabilities, Special Services. (Admin. Bldg., Room 108, ext. 239)

___ **English as a Second Language**: Assessment and
___ Counseling for Limited English Proficient students. (Admin. Bldg., Counseling Center, ext. 265)

___ **EOPS**: Services for Economically and Educationally Disadvantaged Students. (Admin. Bldg., Room 113, ext. 260)

___ **Faculty Follow-Up**: Contact - Office hour, telephone, before/after class (Please circle)

___ **Financial Aid**: Work Study, Grants, Loans, Student Fee Deferrals, Scholarships, Emergency Loans. (Admin. Bldg., Room 112, ext. 263)

___ **Learning Center Services**: Exam Analysis, Notetaking, Test-taking Strategies, Study Skills (Room 204, ext. 307)

___ **Library Services**: Use of Card Catalog, Periodical Indexes, Search Strategies (Library, ext. 201)

___ **Math Lab**: Tutoring for Students in Any Class That Uses Math. (Math Lab, Room 666, ext. 341)

___ **Student Development/Activities**: Student Government, Clubs, Organizations. (Student Center, ext. 266)

___ **Tutoring Center**: Individualized Tutoring in Most Subjects. (Tutoring Center, Student Center, ext. 307)

___ **Veteran Services**: Services for students eligible for veterans benefits. (Admin. Bldg., Room 108, ext. 225)

___ **Writing Center**: Writing Skills, Planning and Preparing Writing Assignments. (Writing Lab, Room 802, ext. 338)

Referral to be completed by (date):_____

Faculty Signature:_____ Student's Signature:_____

FOR USE BY REFERRED OFFICE:

Signature:_____ Date of Service:_____

Comments:_____

ROUTING:
Please sign, add comments, and return white and yellow copies to Counseling Center mailbox, or route to Willard Lewallen.

White & Yellow - Give BOTH copies to student to take to and leave with Referral Service.
Pink - Matriculation Copy, Faculty forwards to Counseling Center mailbox.
Gold - Instructor or Referring Party Copy

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c:\forms\advantge.ref

ANTELOPE VALLEY COLLEGE
Counseling Center

MEMORANDUM

To: Attached List

From: Willard Lewallen W. Lewallen

Date: 2 October 1991

Subject: EARLY ADVANTAGE REFERRAL FORM

Find attached the form to be used in making referrals for students in basic skills classes. Our meeting on Monday, September 23, outlined the procedures for utilizing the form. Below is an outline of the steps.

1. Faculty member initiates the form. Complete all information requested. Reminders - only one referral per form; faculty member and student both sign - provide date to be completed.

2. Distribution of copies:
   White & yellow - give BOTH to student to take to place of referral.
   Pink - forward to Counseling Center mailbox or Willard Lewallen.
   Gold - faculty member keeps for his/her records.

3. Student carries white and yellow copies to service area to which referred and leaves both copies with that service area.

4. Service area delivers service, makes comments, signs, dates, and returns white and yellow copies to the Counseling Center.

5. Upon receipt of white and yellow copies, the Counseling Center will send yellow copy back to the faculty member who initiated the referral. By matching the yellow copy with the gold copy, the faculty member will know the referral was completed. The gold copies that are unmatched with yellow copies will serve as a reminder that the student never followed through with the referral.

If you have any questions about the procedures, please do not hesitate to contact me. Thank you for your cooperation in piloting this project.

wc

attachment

c:\memo\referal.frm

ANTELOPE VALLEY COLLEGE
Student Self-Assessment of Academic Progress

Antelope Valley College is committed to assisting you in what ever way possible to be successful in your coursework. In order to help us do this, we ask that you answer the following questions about your performance in this class as honestly as you possibly can.

You will receive information based upon your responses.

Your Name: _____ Social Security #: _____

Address: _____ Home Phone #: _____

_____

Name of Class: _____ Section #: _____

Instructor's Name: _____Days/Times:_____

How many units are you taking this semester? _____

How many hours do you work each week? _____

How do you feel you are doing in this class at present? (circle one)

Very Well Good OK Not Well Poorly

If you feel that you are doing "OK" or better, please turn to **Section II.**

If you feel that you are doing less than "OK", please begin on **Section I.**

If you are unsure about how well you are doing in class, please begin on **Section I.**

Section I: If you feel that you are doing less than OK, try to identify the reason. (Check as many items as appropriate)

___ haven't really studied, even though I've had the time

___ have difficulty talking to instructor

___ don't have the background for this class

___ I have a learning disability

___ have been absent too much

___ don't have time to study because of:

- ___ work
- ___ family obligations
- ___ other: _____

___ can't understand the text

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Section I (continued): If you feel that you are doing less than OK, try to identify the reason. (Check as many items as appropriate)

___ can't understand lecture materials

___ having difficulty taking notes

___ have test anxiety (very nervous about taking tests)

___ I study, but I still do poorly on exams

___ can't tell what is important enough to stress in studying

___ have difficulty with writing assignments

___ classroom environment is disruptive

___ other (specify): _____

Section II: If you are doing OK or better, to what do you attribute your success? (Check as many items as appropriate)

___ good study habits

___ take good notes

___ study in a group

___ using the tutoring center, writing center, high-tech lab and/or math lab

___ have taken a study skills class

___ I've had some of this material in previous classes

___ have made use of instructor's office hours

___ background from previous class(es)

___ other (specify): _____

APPENDIX D

LETTERS OF REFERRAL

ANTELOPE VALLEY COLLEGE

Fall 1992

Dear Student,

Recently, you completed a self-assessment of your academic progress in this class. You indicated that you feel you are doing satisfactorily at this point in time. We are pleased to hear that you are experiencing satisfaction and success. We encourage you to consider attending some of the workshops on the attached page. You may find many of these workshops extremely useful as you pursue your educational goals.

We wish you continued success. Please do not hesitate to contact our office or your instructor if we can assist you in any way to maintain or improve your academic performance.

Sincerely,

The Counseling Staff (Ext. 265)
The Learning Center (Ext. 307)

attachment

3041 West Avenue K, Lancaster, California 93536-5426 (805) 943-3241

ANTELOPE VALLEY COLLEGE

Fall 1992

Dear Student,

Recently, you completed a self-assessment of your academic progress in this class. You indicated that you are doing "not well" or "poorly" in this class and then you indicated the reasons why you are experiencing difficulty.

Based on your response(s), we suggest you take advantage of several of the Study Skills Workshops offered through the Learning Center. The dates, times, and locations of these workshops are listed on the attached page. In addition, we encourage you to visit the Learning Center to explore additional strategies which may enhance your academic performance. Call the Learning Center at ext. 307 to reserve a space to attend a workshop or to find out more about what services are available.

Based on your response(s), we suggest you schedule an appointment with David Greenleaf, Prescriptive Learning Instructor. He can assist you with determining the nature and extent of your learning disability. Following this assessment, strategies can be developed to assist you in working with your learning disability. Mr. Greenleaf can be reached at 943-3241, ext. 278.

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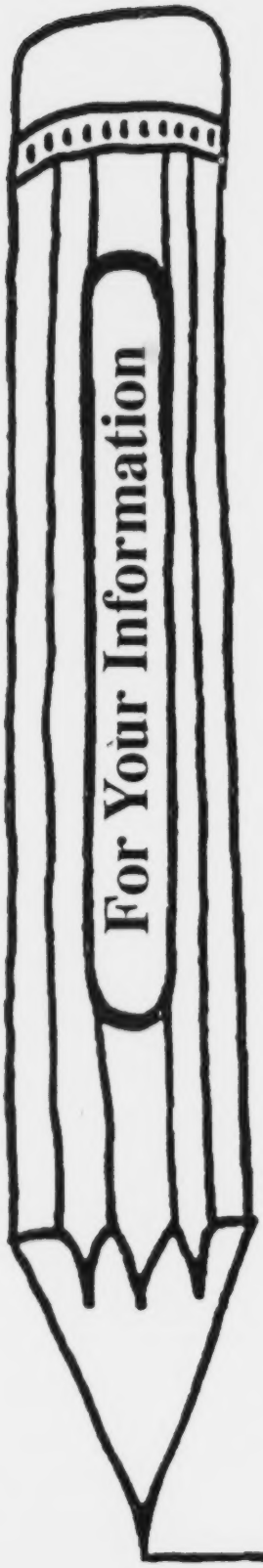
ANTELOPE VALLEY COLLEGE



Attend any of AVC's Learning Center Study Skills Workshops

Most workshops are just one hour!

How to Stay Sane as You Approach Exam Time: Exam Planning

Oct. 13	4 p.m.	Room 206
Oct. 21	4 p.m.	Room 206
Dec. 2	4 p.m.	Room 206

Proven Tips for Taking Objective Exams (Multiple choice and true false)

Oct. 8	3 p.m.	Room 206
Oct. 13	6 p.m.	Learning Center

Proven Tips for Taking Essay/Short Answer Exams

Oct. 6	6 p.m.	Learning Center
Oct. 14	3 p.m.	Room 206

Proven Tips for Taking Math Exams

Oct. 7	7 p.m.	Writing Center
Oct. 15	5 p.m.	Room 206

Proven Tips for Combatting Exam Jitters Before and During Exams

Oct. 14	6 p.m.	Writing Center
Oct. 20	4 p.m.	Room 206

Making Your Learning Style/Preferences Work for You (90 minutes)

Oct. 28	3:30 p.m.	Room 206

Research Papers: The First Steps

Oct. 27	~~7 p.m.~~ 6 p.m.	Learning Center
Nov. 4	3 p.m.	Room 206
Dec. 2	4 p.m.	Room 206

Research Papers: Integrating and Documenting Quotes into the Body of Research Papers

Nov. 3	4 p.m.	Room 206
Nov. 25	4 p.m.	Room 206

How to Stay Sane with an Insane Schedule: Time Management

How to Ace Your Exams: Memory and Learning Tricks

How to Get the Most Out of Class Lectures: Developing Active Listening Skills

Effective Lecture Notetaking/Note Review for Language Arts Classes

Effective Lecture Notetaking/Note Review for Social Science Classes

Effective Lecture Notetaking/Note Review for Math Classes

Getting the Most from Your Textbook: SQ3R, Annotation & Marking **(2 hours)**

Call the Learning Center at 943-3241, Ext. 307.

Learning Center

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APPENDIX E

TABLES

Table 1
Students' Self-Assessment of Academic Progress

Course	Students' Self-Assessment of Academic Progress					Row Totals
	Very Well	Good	OK	Not Well	Poor	
Biology 1	13 (6.8%)	64 (33.5%)	84 (44.0%)	28 (14.7%)	2 (1.0%)	191
Business 41	20 (19.8%)	47 (46.5%)	32 (31.7%)	2 (2.0%)		101
Economics 1A	17 (14.2%)	44 (36.6%)	40 (33.3%)	17 (14.2%)	2 (1.7%)	120
Elect 40A/62A/63A	6 (9.8%)	24 (39.3%)	24 (39.3%)	4 (6.5%)	3 (5.0%)	61
English 50A	1 (2.1%)	19 (40.2%)	19 (40.2%)	8 (17.0%)		47
English 50B	6 (7.5%)	38 (47.5%)	31 (38.8%)	5 (6.3%)		80
English 1A	8 (17.4%)	12 (26.1%)	23 (50.0%)	3 (6.5%)		46
History 1A/1B	36 (21.7%)	85 (51.2%)	41 (24.7%)	4 (2.4%)		166
Office Tech 42	8 (11.6%)	32 (46.4%)	23 (33.3%)	5 (7.2%)	1 (1.4%)	69
Psychology 1	7 (7.7%)	24 (26.7%)	43 (47.8%)	15 (16.7%)	1 (1.1%)	90
Math A/50	34 (27.9%)	43 (35.2%)	21 (17.2%)	12 (9.8%)	3 (2.5%)	113
Speech Comm 1	8 (12.0%)	26 (38.8%)	26 (38.8%)	7 (10.4%)		67
Column Totals	164 (14.1%)	458 (39.5)	407 (35.1%)	110 (9.5%)	12 (1.0%)	1151

Table 2
Students' Reasons for Experiencing Academic Difficulty by Course

Reasons[1]	Course (Students Who Marked Doing "Not Well" or "Poorly")												
	Biol 1 (30)	Bus 41 (2)	Econ 1A (19)	Elect 40A 62A/63A (7)	Engl 50A (8)	Engl 50B (5)	Engl 1A (3)	History 1A/1B (4)	Office Tech 42 (6)	Psych 1 (16)	Math A/50 (15)	SPCO 1 (7)	Row Totals (122)
Haven't really studied	14	2	3		3	6	2		1	5	3	1	40 (32.8%)
Have difficulty talking to instructor			1	1	2	1					1		6 (4.9%)
Don't have background	13		6	1	3	1		2		7	2	2	37 (30.3%)
Learning disability	12		1	4	5	1		1	1		2	2	29 (23.8%)
Absent too much	1	1	1		1	1	1	1	3	1	1		11 (9.0%)
No time to study because of:	11	5	11	2	12	6	2	3	8	10	8	4	82 (67.2%)
work	7	4	10	1	9	5	1	2	2	7	6	3	57 (46.7%)
family obligations	9	1	2		8	5	1	3	6	5	4	3	47 (38.5%)
other	10	2	4	1	5	3	2	1	5	4	3	2	42 (34.4%)
Can't understand text	9		8	3	3	1	1			3	6		34 (27.9%)
Can't understand lecture	6	1	6	3	4		1			6			27 (22.1%)
Difficulty taking notes	5	2	5	2	4	1	1	1		3	3	2	29 (23.8%)
Test anxiety	21	3	7	2	6	2	1	1		8	5	3	59 (48.4%)
Study, but do poorly on exams	28	4	11	4	8	2			1	8	8	3	77 (63.1%)
Can't tell what's important	25	2	15	2	5	4		1	1	10	1		66 (54.1%)
Difficulty with writing assignments	3	1		2	9	5	2	2		3	1	2	30 (24.6%)
Classroom environment is disruptive	1			1	1					1	1	1	6 (4.9%)
Other	12	2	2	2	5	4	4	1	2	2	2	1	39 (32.0%)

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Table 3
Students' Reasons for Experiencing Academic Success by Course

Reasons	Course (Students Who Marked Doing "Very Well," "Good," or "OK")												
	Biol 1 (161)	Bus 41 (99)	Econ 1A (101)	Elect 40A 62A/63A (54)	Engl 50A (39)	Engl 50B (75)	Engl 1A (43)	History 1A/1B (162)	Office Tech 42 (63)	Psych 1 (74)	Math A/50 (98)	SPCO 1 (60)	Row Totals (1029)
Good study habits	67	62	60	21	24	38	25	88	33	42	42	33	535 (51.5%)
Take good notes	123	63	58	12	23	28	12	136	15	47	23	32	572 (55.1%)
Study in a group	26	12	14	2	16	38	1	15	2	7	13	2	148 (14.3%)
Using learning resources	7	2	3	2	3	2	4	2	5	1	3	6	40 (3.9%)
Study skills class	9	5	6	1	5	4	6	9	4	3	7	4	63 (6.1%)
Material in previous class	92	27	42	31	18	29	19	60	25	22	35	20	420 (40.5%)
Instructor Office Hrs.	3		4	1	4	1	2	4		1	15	1	36 (3.5%)
Background from previous class	86	28	37	26	14	38	23	58	18	22	44	24	418 (40.3%)
Other	48	32	28	16	13	17	11	54	30	23	21	21	314 (30.3%)

Table 4
Comparing End of Course Grades for Students Who Participated in Early Alert with Students Who Did Not Participate

Course	End of Course Grade A/B/C/CR	D/F/NC	W/I	Total
Biol 1 (S-A)	153 (67.4%)	33 (14.6%)	41 (18.1%)	227 (100%)
Biol 1	117 (49.2%)	55 (23.1%)	66 (27.7%)	238
Bus 41 (S-A)	87 (78.4%)	0 (0.0%)	24 (21.6%)	111
Bus 41	66 (68.0%)	15 (15.4%)	16 (16.5%)	97
Econ 1A (S-A)	62 (60.2%)	14 (13.6%)	27 (26.2%)	103
Econ 1A	83 (58.5%)	17 (11.9%)	42 (29.6%)	142
Engl 50A (S-A)	25 (47.2%)	13 (24.5%)	15 (28.3%)	53
Engl 50A	218 (46.1%)	132 (28.0%)	123 (26.0%)	473
Engl 50B (S-A)	24 (40.7%)	19 (32.3%)	16 (27.1%)	59
Engl 50B	299 (43.1%)	195 (28.1%)	199 (28.7%)	693
Engl 1A (S-A)	43 (72.9%)	5 (8.4%)	11 (18.6%)	59
Engl 1A	573 (67.0%)	98 (11.4%)	185 (21.6%)	856
Hist 1A/1B (S-A)	117 (57.4%)	59 (28.9%)	28 (13.7%)	204
Hist 1A/1B	114 (53.8%)	57 (26.9%)	41 (19.3%)	212
Off Tech 42 (S-A)	56 (60.9%)	9 (9.8%)	25 (28.3%)	92
Off Tech 42	63 (59.4%)	2 (1.9%)	41 (38.7%)	106
Psych 1 (S-A)	246 (64.7%)	31 (8.2%)	103 (27.1%)	380
Psych 1	57 (53.3%)	34 (31.8%)	16 (14.9%)	107
Math A/50 (S-A)	86 (48.3%)	13 (7.3%)	79 (44.4%)	178
Math A/50	558 (49.9%)	180 (16.1%)	380 (34.0%)	1,118
Sp Com 1 (S-A)	33 (60.0%)	4 (7.3%)	18 (32.7%)	55
Sp Com 1	285 (76.6%)	19 (5.1%)	68 (18.3%)	372
All courses (S-A)	**932 (61.4%)**	**200 (13.2%)**	**387 (25.4%)**	**1,519**
All courses	**1,933 (49.4%)**	**804 (20.5%)**	**1,177 (30.1%)**	**3,914**

APPENDIX F

"OTHER" FACTORS CONTRIBUTING TO LACK OF STUDY TIME

Can't concentrate because of too many distractions.
Girlfriend.
I'm trying to learn it just doesn't make sense.
Other classes.
Combination of both work and family obligations.
I'm very busy.
Really not interested in, but I am trying to be.
Language.
I am in the process of moving.
I will have more time to practice now that I've quit my job.
Only able to practice on Friday because of my schedule.
No typewriter at home - for when I have time to practice, no way to get to school for "lab time" all my classes are already scheduled around "family obligations".
Handicapped child and no material.
Not enough known about teacher.
School.
Too many materials to cover.
Personal.
Having trouble mastering techniques of algebra.
I have a lot of studying to do, and I try to do as much as possible when I do have the time which isn't much.
Need to study more and learn to retain.
High School.
Came from Vietnam at age 10 years old. And started school at 5th grade. Learning to speak English and continued till high school. Understand better English but haven't problem understand the work.
Barely keeping up with homework assignments.
My own problems.
I need help in organizing my time and my homework assignments.

APPENDIX G

"OTHER" REASONS FOR EXPERIENCING ACADEMIC DIFFICULTY

On my last test I could not concentrate.
Personal problems beginning at semester.
Trying to find time for homework and get into the swing of things. Should do better from here on in.
Classes are just too long.
Family illness recently.
Time for study is hard to find because of work.
Afraid to stand in front of the class.
Classes move faster than I can read/study materials needed.
Memory - thinking.
Just being lazy need to work harder.
Having difficulty with concept.
Hard to keep up with the class pace.
At times hard to understand.
No time.
I forget it so easily.
Learning Disability.
I'm completing the work that is required.
I need help in organizing my time and homework assignments.
Not applying self.
Work, financial obligations, sole working person in family I am currently the Director of an acute care facility, L.A. Doctors Hosp. a lot of extra work related duties.
Poor time management.
Bad in reading comprehension.
Single parent not enough hours in the day.
Several personal events have disrupted the flow of my study. Clashing schedules.
Don't know what to write about.
Wording difficult on tests.
We don't really go over homework - Need to have more homework. Can't learn by just reading, need to apply.
I forget due to seizures and medication I am taking.
Stressed from day to day battle with transportation.
Other classes.
Haven't taken test yet because of illness.
Overwhelmed by amount of material to memorize or know - sometimes I blank out.
I spend regular amount of time studying but don't get anywhere.
Have not studied at all but will start starting today - 9-24-92. I know I can do good if I try.
Too much material at one time.

APPENDIX G - CONTINUED

Not knowing what is most important is the major problem. We get a lot of information at one time.

I can't read the text or my notes without my mind wondering into thinking of something else.

We use study guide and teacher is very specific with good notes.

Can't be into the class.

My method of studying does not work for me.

Much of the terms are unfamiliar. The lab exercises differ much from lecture since they cover different material.

APPENDIX H

"OTHER" REASONS FOR EXPERIENCING ACADEMIC SUCCESS

I'm interested and want to do as well as possible. I work hard.
Listen well, good memory.
Don't worry I read all those they just don't apply.
Took 2 year of Psych in high school.
Lucky!
Naturally gifted.
Good memory.
Very interested in psychology.
Good test taker. Class is on curve.
I understand the books well.
I am familiar with terminology, situations, and applied knowledge from past experiences.
Attend every class.
I am retaking this class due to having to drop it in the past.
Reading the book.
Quick learner, soak up info fast.
I am just plain smart!
I am a genius!
Read what is assigned.
I do what is assigned and listen in class.
At this point the class isn't that hard to follow and the instructor is good.
I appropriate my free time as well as my schedule for more availability to study.
I just got book; will do better soon.
I still feel as though I'm not sure what is important enough to stress in studying.
Just listening in class and applying skills that I've learned in life.
Using study guide has helped.
Paying attention in class to lecture.
The class is made interesting by Mrs. Brown.
Had teacher before, makes it easy to understand subject.
I am a Manager for a Pacemaker Corp.
I have set goals and I intend to meet my goals. I love school and enjoy studying.
Paying attention to lectures, film etc.
I have an interesting teacher.
Book is very self explanatory. Teacher expands on it well in lectures.
I am an excellent writer.
Really interesting.
I have excellent retention of material. I listen too.
Too early in semester to do worse than OK.
Enjoy instructor's lectures, she makes them interesting and worthwhile.
I am very interested in this subject.

APPENDIX H - CONTINUED

Not working and spending own time in books.
Hard work! I'm in school out of choice want to get the most information possible.
I have other business classes that relate to this subject. Also, Mrs. Brown explains the class very well.
Enjoying the subject matter.
On the job training.
I have been marketing for years.
Determination.
Pay attention.
High interest in obtaining my degree within 18 months.
Have the desire to learn.
Really not interested but I'm trying to be.
Read the material.
Common sense, and I have an excellent memory.
Like being in class.
Old age (42), experience, retain info easily.
Easy to comprehend.
It confuses me so I study more to understand it.
Individual interest in the class/accessibility of instructor.
Taking a speech course at College of Canyons, exceptional "memory" and listening skills.
Practice at Home - Teacher is patient, very nice.
Practice out of class as much as possible.
Items learned used often in other studies.
Practice.
I took typing I & II in high school.
Practice, practice, practice (I sure would like to have a place to practice typing on Saturdays.)
Practice, practice, practice, practice (also I really like my instructor).
Practice at home, paying attention to instructor.
Practice at home.
I practice at home.
Practice (study) 2 hours a day.
Practiced at home.
Practice, practice, practice.
Study at home and want to learn.
Took typing in high school.
I only type during the class time. I really don't have time outside of class. I attribute my success to using my time wisely during the class.
Paying attention.
Do my typing at home. Get as much hours in as possible.
Practice quite a bit at home.

APPENDIX H - CONTINUED

Great teacher.
Interest in class by the teacher keeping the material interesting.
Have had some experience in typing at previous jobs.
Simply an attitude I'm doing OK, so I'm doing OK.
I took typing in high school and junior high.
Daily practice.
Make use of open lab times.
Lots of homework.
Have a quiet place to type is the key.
I occasionally type at home.
I come in for "open" lab.
Practice at home and work.
Trying hard to learn and excel.
Making sure I do my homework.
Practice typing.
Experience in public speaking.
Good instructor.
Lucky.
Lucky.
Am trying real hard to ignore panic.
I feel comfortable with teacher.
Listen in class.
Prof: explanation is good in class. My input in time.
I have an interest in the class.
Good listener, familiar with subject.
I pay attention to the instructor while in class, and I always strive to maintain perfect attendance.
Really enjoy Dr. Tolars style of teaching.
Paying much attention and being in every class meeting.
I have a fairly good feel for the subject.
Conscientious student.
Pleasant instructor and learning environment.
Good environment.
Christian study ethic.
Background in public speaking.
Delivery of material by instructor.
Musician working in front of people.
Read the materials several times.
Good lecture.
Study with husband.
Interest in subject.

APPENDIX H - CONTINUED

Dr. Jaffee is very thoroughly with his lectures.
By listening to lectures.
Constant schooling.
Good instructor.
Dedicated.
Jaffe's lectures are mixed with opportunist jokes breaking up the monotony of ordinary lectures.
The lectures are interesting especially since they are 3 hours long.
Superior teaching tech.
Superior teaching techniques by Dr. Jaffe.
Really enjoy the instructor.
Dr. Jaffe is an excellent instructor.
Excellent instructor.
Reading the text.
Using tape recorder.
Just basically pay attention to his lectures and read the chapters every night.
Interest in subject.
Enjoy the lectures.
Teacher makes class interesting.
None of the above.
Poor at math.
Work.
Excellent Instructor; and very good learning environment.
I have a B.S. degree.
Did Homework.
This is my trade.
Great instructor.
Struggle to find time for homework.
My interest in the subject helps me a lot.
Listen to teacher.
Also using it at work as an ET.
I do this for a living. By the way, why don't you people bring some real life scenarios into the classroom? For a vocational class this course doesn't cover much in the way of actual work situations.
Good listening skills.
Time management.
Electronics is very complex subject, very technical with abstract concepts to manage. I consider myself dedicating much effort to the wrong points, as a result I did poorly on my first test, although I have the basic background in mathematics mainly to handle the course. What I found so far is my wrong method of study, not focusing properly on

APPENDIX H - CONTINUED

important issues; like when I missed an important factor of an equation, it won't be possible to solve for the answer.
Private schooling at Bethel Christian.
Teacher makes lectures very interesting.
Read the book.
Interest in subject.
Compare notes with other students.
Pay close attention to the lecture.
Learn fast, come easy to me.
Very thorough lectures from Mr. Jaffee.
I have a good memory!
We haven't done anything yet.
Pay attention in class.
Book reading before class.
Like class.
Excellent professor keeps me interested.
Good teacher.
The instructor is very good. He is very considerate of the students need (I am not just writing this either to get points!)
Dr. Jaffe is a very good teacher and we've had no test yet.
I am very interested in history.
Read books on similar material for leisure reading years ago.
Great instructor.
The only thing I'm worried about is study time. Work sometimes gets in the way.
Mr. Jaffe has a very thorough way of teaching. He takes the time to make sure that each and everyone of us are sure of what he is teaching.
Listen carefully and understand lectures.
Read outside material.
Motivation.
Good lectures.
I enjoy the class.
Good teacher.
I understand his lectures and he is easy to understand.
Just trying, I still could use help.
Taken teacher before.
Having a great teacher that keeps my interest in the course.
Love history and a good teacher.
Lecture.
Love history.
Jaffe is a very good teacher and presents the material well and clear.
Jaffe is a very complete instructor and is very easy to understand.

APPENDIX H - CONTINUED

If I have questions I ask.
Having my life completely organized prior to school starting. Becoming focussed and realizing how important education is.
It's like a refresher course. But it's good I missed a year of math in high school
Will start using the writing center soon.
Positive thinking.
Good teacher in Math 50.
Teacher patience we don't move to fast.
Construction.
Stay ahead in material.
The instructors methods.
Had this class before need to pass this time.
Study at home very often.
Excellent teacher.
Old age (42) easy retainability of subject matters.
Good teacher.
2nd time.
Took Algebra 1 in high school.
Private tutor.
I have to pass.
Asked help from Dad and Mom, very good at math.
I practice doing the math problems daily.
Enjoy the class and good teaching.
Good teacher.
My favorite subject.
Instructor is very thorough.
Getting help from friends.
Study during work.
Good teacher.
Good memory.
Good listener.
Pay attention.
Do what I'm told to do.
I work hard on my homework.
Putting in the study hours.
I'm completing the work that is required.
Maturity level, more ambitious than here to play.
I think I am just ready to learn.
Trying real hard.
Good instructor.
I have a strong English background.

APPENDIX H - CONTINUED

Material is not extremely difficult.
I have good self-teaching skills.
The instructor's in-class lectures are both informative and interesting.
I just do the work that's assigned.
Study, study.
English is my best and easiest subject.
This is my favorite subject, and I just naturally do well.
I do my homework.
Good instructor.
Instructor is good.
I also catch on fairly quickly.
I missed English 1A, so I feel as if this class isn't a challenge.
Hard work.
The teacher is good, but she's "very" descriptive in her writing.
The teacher has a good program for the students.
I really try hard and pay attention.
Good teacher and classroom environment.
Help on journal writing in the class.
Need to or I get tired out.
I excel in English because I enjoy it.
Listen to the teacher well and work well with others. We study together.
Enjoy writing.
The writing she expects of us is fun to do.
Teacher makes the class interesting.
Teacher makes this class interesting.
More support from home less hour of work.
I'm just doing what is assigned!
Doing the homework.
Good teacher; he makes it easier to understand.
Good presentation.
Very interested in subject.
Teacher presents material in an organized manner. Uses examples from "real life" situations.
Use of the self study guide plus I'm determined to do well in this class because I was not looking forward to take the class.
Luck.
Did my homework.
Use study guide with book.
Use economics in every day business decisions. P.S. my GPA is 3.85 + I have never used the counseling/tutoring center.
Interesting text & good lectures involving current events.
Took the class before, familiar with material.

APPENDIX H - CONTINUED

Other homework.
Christian study ethic.
Listen well to lectures.
An interest in economics.
Every outline chapter.
Study guide definite help.
Read book, use study guide.
Luck.
Basketball, the class is too easy, so I get kind of bored.
Just try to study as much as time will allow and do the best I can.
Pay attention to instructor - naturally business oriented.
Class is not too difficult up to this point.
Familiar with some of the material & good luck.
Took this class before.
Took in high school.
Really listening in class.
Interesting teacher using interesting skills on a boring subject.
I guess I'm just getting lucky.
Went to hard high school.
Pick up stuff real easy.
I tape the lectures and Mr. Brister actually makes it sound interesting.
Instructor gives good notes and thorough explanation of topics covered.
Good instructor.
Flash cards.
Help from friends/luck.
But I feel I could do better if I could understand it better.
I retain information from lectures well.
Love science, have interest in subject.
Excellent instructor. Mr. Brister's class curriculum is structured so that some students don't feel inferior to other students. Mr. Brister also is a very patient and concerned instructor. Whether or not I succeed in the particular class is entirely up to me. I wish that all instructors were like Mr. Brister with respect to instruction or shall I say method of instruction. In conclusion, Mr. Brister always finds time for his students.
Have studied with Bio-partners.
Being older and self employed for 8 years has made a difference.
Taking class over.
I just kinda get through.
Text is well illustrated and written.
Luck.
I am very well read. I ask for help when needed.
Instructor very good.

APPENDIX H - CONTINUED

Record lecture class.
Study many hours on my own, although a study group would be better.
College experience - Already have bachelor's degree.
Luck.
Good teacher.
Have a fantastic teacher.
Listen carefully.
Won't consider it "good study habits", but I just read the book and listen to instructor.
Study with a friend.
I am brilliant!
Lots of reading.
General basic knowledge.
Self motivation.
It's a basic class; how hard is it to listen?
Study more than I usually do, but I don't have good study habits.
Study a large amount before quizzes and tests.
I'm older now, 41!
Good Instructor.
Extensive amount of material to be learned.
Good memory.
Interest in subject.
Mr. Brister is a superior teacher.
So far, I've been able to stay one step ahead because of the effectiveness of the lecturer in conveying the material. Study time for me is very restricted and those classes where I have an ineffective lecture I have problems with.
Remember lectures well.
I'm really smart.
Study as much as possible.
Spend as much time studying as I can in between caring for my family and class time. I am motivated to reach my goal and become an R.N.
Help from previous class students teacher is clear and specific, always helpful and never goes too fast.
Really feel instructor does a great job. When reading material at home I have a hard time understanding. After coming to lecture, then reviewing materials, (notes, book, tape.) I seem to understand much better.
Interested in Biology so it makes the studying easy.
Instructor makes learning interesting by showing his interest in the topic and his class.
I am interested in the class. I enjoy the class. I need it to reach my goal as R.N.